

FAIRFIELD CENTRAL HIGH

836 U.S. Highway 321 By Pass South
Winnsboro, SC 29180

GRADES 9-12 High School

ENROLLMENT 1,026 Students

PRINCIPAL Diane F. Mitchell 803-635-1441

SUPERINTENDENT Dr. Walt Tobin, Transitional Superintendent 803-635-4607

BOARD CHAIR Ms. Annie E. McDaniel 803-635-6894

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	3	7	7	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Below Average	Excellent	N/A
2003	Below Average	Unsatisfactory	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	49.5	53.2	43.6	57.0	54.3	53.5
Passed 2 subtests	24.1	25.5	22.7	18.8	20.6	21.0
Passed 1 subtest	15.6	18.6	18.8	13.9	14.4	15.3
Passed no subtests	10.8	2.7	14.9	10.3	10.7	9.8

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	180	90.0	180	5.6	215	74.9
Gender						
Male	84	88.1	75	10.7	102	65.7
Female	96	91.7	105	1.9	113	83.2
Race or Ethnic Group						
African American	146	89.0	153	0.7	185	73.5
Hispanic	1	I/S	1	I/S	0	N/A
White	32	93.8	26	34.6	29	82.8
Other	1	I/S	0	N/A	1	I/S
Disability Status						
Non-speech disabilities	1	I/S	16	0.0	28	57.1
Students without disabilities	179	89.9	164	6.1	187	77.5
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	1	I/S	180	5.6	0	N/A
English Proficiency						
Limited English proficient	1	I/S	0	N/A	0	N/A
Non-LEP	164	91.5	180	5.6	215	74.9
Lunch Status						
Subsidized meals	80	92.5	100	2.0	3	I/S
Full-pay meals	83	91.6	80	10.0	212	33.0

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	5.6	5.3
Seniors who met the SAT requirement	5.6	5.4
Seniors who met the grade point average	41.1	44.1

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 1,026)				
Retention rate	14.1%	Down from 14.2%	9.0%	7.3%
Attendance rate	91.0%	Down from 100.0%	95.4%	95.5%
Eligible for gifted and talented	11.1%	Up from 6.2%	3.9%	5.1%
With disabilities other than speech	13.3%	Down from 15.4%	13.7%	12.2%
Older than usual for grade	15.1%	Up from 13.8%	13.7%	10.1%
Suspended or expelled	1.2%	Up from 0.6%	2.4%	2.3%
Enrolled in AP/IB programs	9.6%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	1.6%	Down from 3.0%	3.7%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	2.3%	3.2%
Enrollment in career/technology center courses	186	Up from 8	309	433
Students participating in worked-based experiences	27.4%	Down from 65.4%	23.4%	26.3%
Career/technology students mastering core competencies	77.6%	Up from 50.0%	74.5%	74.9%
Career/technology completers placed	N/A	N/A	98.1%	99.5%

Teachers (n= 59)

Teachers with advanced degrees	27.1%	Down from 39.7%	41.4%	51.7%
Continuing contract teachers	45.8%	Down from 65.1%	75.3%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	65.1%	Down from 71.7%	81.9%	85.1%
Teacher attendance rate	96.3%	Down from 96.9%	95.2%	95.8%
Average teacher salary	\$37,784	Down 4.9%	\$37,829	\$40,303
Prof. development days/teacher	13.1 days	Up from 7.4 days	10.8 days	10.3 days

School

Principal's years at school	1.0	No change	2.5	3.0
Student-teacher ratio	29.6 to 1	Down from 34.7 to 1	25.2 to 1	26.2 to 1
Prime instructional time	84.6%	Down from 96.1%	88.7%	90.1%
Dollars spent per pupil*	\$5,662	Up 0.2%	\$6,827	\$6,279
Percent spent on teacher salaries*	52.7%	Down from 55.5%	54.1%	57.8%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
Parents attending conferences	54.1%	Down from 56.1%	85.8%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Fairfield Central High School we feel that all students can learn and should be given the opportunity to experience success. We have high expectations for all of our students, and we are committed to providing the best possible education for all students. Among our accomplishments are the following: two seniors recognized as Palmetto Fellows, forty-nine seniors received Life Scholarships, one hundred percent of special needs students on diploma track received a diploma, the Class of 2003 amassed over 2 million dollars in grants and scholarships, and one of our students was accepted to the Governor's School of the Arts.

Although we faced many challenges during the 2003-2003 school year, the faculty and staff diligently worked to ensure that all students experienced success. The school schedule moved from a traditional schedule to a 4X4 block schedule. To make the transition successful, the faculty engaged in professional development that focused on strategies for utilizing a 90-minute block effectively. Parents and students also were provided information about what to expect with the 4X4 block schedule.

Our goal was to improve student achievement. We incorporated a variety of technology-based assistance programs into our regular and after-school program schedules to meet the needs of our students. This included remediation, acceleration, Exit Exam and college entrance preparation. All ninth grade students scoring below basic on PACT were enrolled in year-long English and Math courses.

We implemented benchmark testing to diagnose areas of student weakness and revised instruction to best meet the identified needs. To ensure that teachers were teaching standards, we created uniform, standards-based curriculum maps in the four core subject areas. To further improve instruction in order to increase student achievement, each faculty member participated in research-based professional development throughout the school year and during the summer.

Fairfield Central High School experienced a good year. The administration, teachers, staff, and parents of students at Fairfield Central High School will continue to work together to ensure that our students are prepared for their post-secondary careers.

Diane F. Mitchell, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	51	121	44
Percent satisfied with learning environment	63.3%	51.7%	52.3%
Percent satisfied with social and physical environment	79.6%	60.7%	46.3%
Percent satisfied with home-school relations	45.8%	80.4%	60.5%

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.